DOCUMENT RESUME

ED 128 490 UD 016 241

TITLE	New York State 1974-75 ESEA Title I Annual Report. Section I: Program Descriptors.
INSTITUTION	New York State Education Dept., Albany. Bureau of Urban and Community Programs Evaluation.
PUB DATE	75
NOTE	29p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Annual Reports; *Compensatory Education Programs; Data Analysis; Educationally Disadvantaged; Evaluation; *Federal Programs; Fiscal Capacity; Inservice Education; Minority Group Children; Participant Characteristics; Program Budgeting; Program Content; *Program Descriptions; Program Effectiveness; *Program Evaluation; Remedial Reading
IDENTIFIERS	*Elementary Secondary Education Act Title I; ESEA Title I; *New York

ABSTRACT

The data contained in this document, summarized from local educational agencies' (LEAs') reports, provide an overview of the descriptive characteristics of the projects at the statewide level. During fiscal year 1975, 796 projects approved by the New York State Education Department were conducted in 725 districts. There were 512,755 reported project participants receiving supplementary activities. The activity participants included 364,945 in mathematics, and 34,166 in aural/oral facility in the spoken English language for pupils whose first language was not English. Approximately 61 percent of the monies budgeted for projects was directed at remedial reading. Nearly 66 percent of the budgeted resources were directed at pupils in the elementary grades (1-6). The State obligated or expended approximately $200 million of fiscal 1974 carry-over and 1975 ESEA Title I monies for supplementary instruction for low income youngsters. The effort purchased the services of 649 administrators, 10,819 teachers and 16,159 para- or nonprofessionals. Among the staff, about 36 percent or slightly over 10,000 received some form of inservice training. Overall, about one-half million educationally disadvantaged youngsters received supplementary remedial activities from the efforts of about 27,000 staff. (Author/AM)

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ELEMENTARY AND SECONDARY EDUCATION
ACT OF 1965 - TITLE I
P.L. 93-380

THE NEW YORK STATE ANNUAL EVALUATION REPORT

FOR 1974-75 FISCAL YEAR

SECTION I

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EDUCATION & WELFARE
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FOREWORD

The New York State Annual ESEA, Title I Report for fiscal 1974-75 is divided into two sections: Program Descriptors and Pupil Achievement. The Program Descriptors section is being submitted in the fall so that selected descriptive parameters such as pupil participation, staffing levels, and directions of resource allocation to remedial treatments may be received in a timely fashion by the U.S. Office of Education. The Pupil Achievement section is being submitted in the winter and will be a summary of project outcomes, achievement in the basic skills, special studies of interest surrounding selected efforts to reverse academic retardation, promising projects that appear to be replicable (i.e., relatively efficient [achievement/cost] and of reasonable appeal to other districts having learners with similar deficiencies in the basic skill areas), as well as of local district evaluation reports. Together, the two parts of the State's annual report summarize the information requested by the Federal regulation for state level reporting.

The report is a result of several efforts working in unison. Data management activities were carried out by Jean Zuk and Catherine Pettersen under the supervision of David McAnulty. The staffs of Charlotte Jewett and Genevieve Pallone assembled certain data elements and prepared the text for publication. The report was written by George A. Cronk, Jr.

The report was prepared in the Office for Research, Evaluation, and Planning for the Office of Educational Opportunity Programs.

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CHAPTER I: EXECUTIVE SUMMARY

The ESEA, Title I Program is conceived as a statewide educational effort directed toward reducing academic deficiencies in basic skills (reading, mathematics, speaking and reading English by limited or non-English speaking pupils) on the part of educationally disadvantaged learners. During fiscal year 1975 (the 1974-75 school year and the summer that followed), 796 projects approved by the New York State Education Department were conducted in 725 districts. There were 512,755 reported project participants receiving supplementary activities. The activity participants included 364,387 who received instruction in remedial reading, 179,945 in mathematics, and 34,166 an aural/oral facility in the spoken English language for pupils whose first language was not English.[1/]

Approximately 61 percent of the monies budgeted for projects was directed at remedial reading. Nearly 66 percent of the budgeted resources were directed at pupils in the elementary grades (1-6). The State obligated or expended approximately $200 million of fiscal 1974 carryover and 1975 ESEA, Title I monies for supplementary instruction for low income youngsters. The effort purchased the services of 649 administrators or supervisors, 10,819 teachers and other professionals, and 16,159 para or nonprofessionals. Among the project staff, about 36 percent or slightly over 10,000 received some form of inservice training.

Overall, about one-half million educationally disadvantaged youngsters received supplementary remedial activities from the efforts of about 27,000 staff supported by projects encumbering nearly $200 million. Ninety-seven (97) percent of the monies were focused on direct instruction in basic skill areas, with an emphasis upon the intervention in the early grades.

1/The activity participants will sum to more than 512,755 since some project participants receive more than one instructional activity.

CHAPTER II: HISTORICAL BACKGROUND

During 1974-75, the State of New York was allocated $214,372,281 for ESEA, Title I projects. Within that grant, $198,460,760 was dedicated to projects for educationally disadvantaged children.[1/] The State initiated the effort to meet the educational needs of disadvantaged learners both with the realm of Public Law 93-380 as amended, through the regulations, and through the program priorities determined by the Board of Regents, Commissioner of Education and leadership in the State Education Agency (SEA). ESEA, Title I money was "targeted" to specific areas of instruction, for specified youngsters with identified needs in specific buildings. The expenditures were made to provide instruction to compensate for achievement that had not previously occurred in regular classroom activities funded by local and State tax levy monies. Where students had reached a learning impasse, more sophisticated and usually more expensive treatments were designed.

Disadvantagement

The Federal Government established an exact formula for the designation of attendance areas as economically disadvantaged. The State of New York delimited the eligibility of individual pupils with reference to economic and educational disadvantagement.

Economic disadvantagement. School buildings became eligible to contain ESEA, Title I services when a "sufficient concentration" of children from low income families attended such buildings. The determination of a "sufficient concentration" was made by (1) surveying data from the U.S. Census of Population and Housing and/or Aid to Families with Dependent Children (AFDC), (2) computing an average number of children from low income families in each attendance area in the district, (3) computing an average percentage of children from such families in the entire school district, and (4) ranking each attendance area according to the percentage and number of children from low income families. Those schools that fell above either districtwide average (percentage or number of disadvantaged) were eligible.

Educational disadvantagement. Historically, there has been an association between low achievement in reading with low income. The New York State Education Department specified that pupils who were to be served by ESEA, Title I treatments should be certified as "educationally disadvantaged." The criterion for validation of educational disadvantagement in reading was a pupil's score on a norm referenced test in reading. For example, a pupil in the fourth grade who achieved a reading score of second grade, 1 month (2.1 grade equivalent units) in September was 1 year, 9 months behind the average fourth grade pupil, and thus, educationally disadvantaged.

1/The $16 million difference was directed at projects for children of migratory workers, handicapped children, neglected children, delinquent children and efforts in drug abuse control and adult correction.

Educational disadvantagement was the raison d'etre for designing remedial treatments funded by ESEA, Title I in New York State. To address the kind and degree of educational disadvantagement, districts were required to conduct a needs assessment, to reveal the academic areas for which remedial activities were indicated, as well as the distance from the norm that a target group of educationally disadvantaged pupils was located. If ESEA, Title I is to be judged effective in New York State, then activities funded by ESEA, Title I should result in a decrease in the educational disadvantagement of learners who were treated according to their established academic needs.

Division of Federal Education Opportunity Programs Goals

The experience of the State with categorical aid programs based upon the New York State evaluation reports of previous years and similar evidence from comparable sister states indicated that ESEA, Title I programs could not be expected to provide all necessary supplementary services for all eligible youngsters given the partial funding level of the allocations. Since scarcity existed, priorities were established.

Treatments consisting of remedial instruction in reading, mathematics, and English as a Second Language (oral/aural English facility sometimes accompanied by bilingual reading in the native tongue) were emphasized as the priority areas to be addressed by the local education agencies. Furthermore, the remedial treatments were expected to consist of direct, immediate, personal services to specific educationally disadvantaged children identified as members of the eligible population. An expenditure of at least $350 per pupil was expected as an ESEA, Title I supplement to the regular tax levy program. While the State Education Agency staff continued to provide technical assistance specific to remedial activities, the districts retained the responsibility for the design and implementation of the locally tailored remedial activities.

The goals (relating to pupil needs, direction of services as well as effort per pupil), which had been in force for several years, provided a definite direction for ESEA, Title I compensatory aid projects in New York State. Decisions resulting from limited funding and other factors (e.g. priorities) meant that economically disadvantaged students with other than basic skill needs did not receive service under ESEA, Title I. Economically disadvantaged students achieving on grade level but below potential did not receive services from ESEA, Title I. As in recent previous years, other students were denied such services due to an effort to concentrate services to realize the highest impact on those target pupils selected.

CHAPTER III: FISCAL HIGHLIGHTS

Districts that made application to encumber their ESEA, Title I allocation indicated an instructional plan to address target population academic deficiencies. The plan included pupil needs assessment, behavioral objectives, instructional activities, pupil characteristics, the numbers and specializations of staff members as well as the inservice training necessary to increase staff competencies to implement the services and the proposed expenditures for each subject matter area. Locally prepared evaluation reports detailed how well the plans for remedial services were implemented. The data provided here were obtained from Local Education Agency (LEA) reports.

Distribution of Local Education Agencies Participating

There were 738 operating school districts in the State of New York in the fall of 1974. Of the 738 districts, 732 or 99 percent were eligible for allocations under ESEA, Title I. Seven hundred and one (701) districts of the 732 eligible districts implemented projects. In addition, five Boards of Cooperative Educational Services (BOCES) conducted projects serving 24 districts. Eleven (11) districts elected to make a joint effort by pooling resources to conduct 22 projects.

Distribution of ESEA, Title I Projects by School Terms

The districts, which were the chief designers of remedial treatments for educationally disadvantaged pupils, implemented 796 Part A, B, or C[1/] projects during fiscal 1975. Districts were able to conduct projects for any length of time up to and including 12 months. Projects varied from district to district with respect to the number of hours per week a student was instructed, as well as the number of weeks individual students participated. Summer or yearlong projects whose activities extend through July and August were funded under the allocations authorized for the fiscal year ending June 30, 1975.

Table 1 indicates the distribution of ESEA, Title I Part A, B, or C projects by school terms. The largest number (626) were conducted during the regular school terms only.

1/Parts A, B, and C of the Act are described in the section on the distribution of resources.

Table 1

Distribution of Projects Operated
by Session, FY 1975

Session	New York City	Upstate	Total
Regular	54	572	626
Summer	19	43	62
Yearlong	0	108	108
Total	73	723	796

Budgeted Expenditures

Districts submitted an estimated cost associated with each major instructional or support activity separately for PreKindergarten, Kindergarten, and grade intervals 1-3, 4-6, 7-9, and 10-12. While such costs were projections made by districts largely in November 1974 and do not reflect amendments, the overall direction of resource allocation (and pupil needs) may be extracted from the distributions.

Allocations of over $142 million for instruction in reading were reported. Approximately $58 million were allocated to mathematics, with $10.9 million to teaching English as a Second Language. These data and estimated costs for bilingual reading, bilingual mathematics, pupil personnel services, and services for psycho-physiologically handicapped youngsters may be found in table 2.

Approximately $225 million of the $232 million originally budgeted for supplementary services was dedicated to the priority areas set forth in the State guidelines.[1/]

Illustration 1 displays the proportions of resources reported to have been designated for the instructional activities summarized in table 2. Treatments designed to change pupil behavior in reading received 61 percent of the resources discussed here. Funds allocated to reading, mathematics, bilingual reading, bilingual mathematics and English as a Second Language (ESL) components accounted for 97 percent of the reported resources.

1/Budget data are estimates collected in November of the fiscal year. Some monies encumbered were eventually deobligated and were carried forward into the next fiscal year. The expended or obligated monies from 1973-74 carryover and fiscal 1974-75 allocation are reported in the section entitled "Financial Characteristics of Programs." About 16 percent of the budgeted monies discussed here were subsequently deobligated. In 1974-75, budgeting occurred before the final district allocations were determined at the Federal level.

Illustration 2 includes data addressing the grade intervals where resources were allocated. This survey was conducted to determine at which points in pupil development the resources attached to remedial activities were being directed. The data in illustration 2 indicate that grades 1-3 were the most favored target grades for instructional supplements.

Nearly 66 percent of the budgeted resources were directed to provide supplementary treatments to pupils in the elementary grades (placement under seventh grade).

Illustration 1

Distribution of Resources to Instructional and Noninstructional Areas

(Base = $231,985,265)

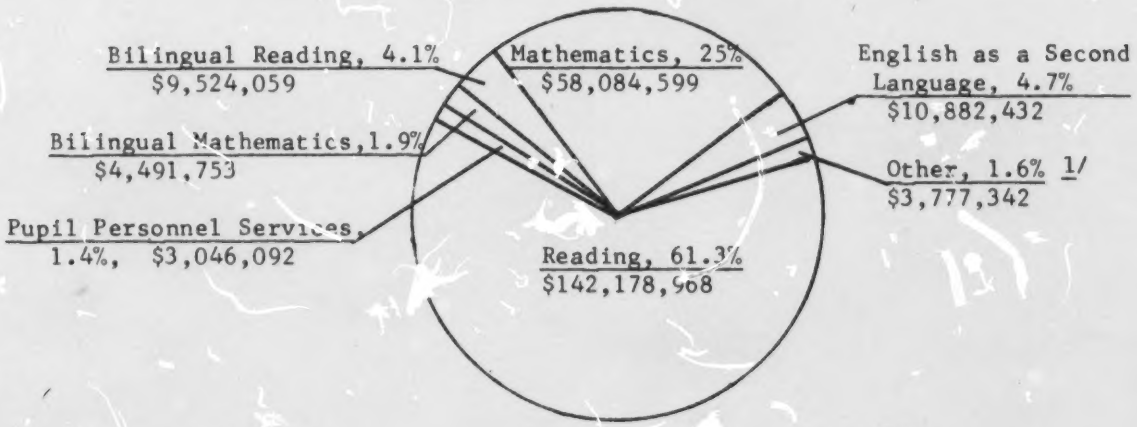
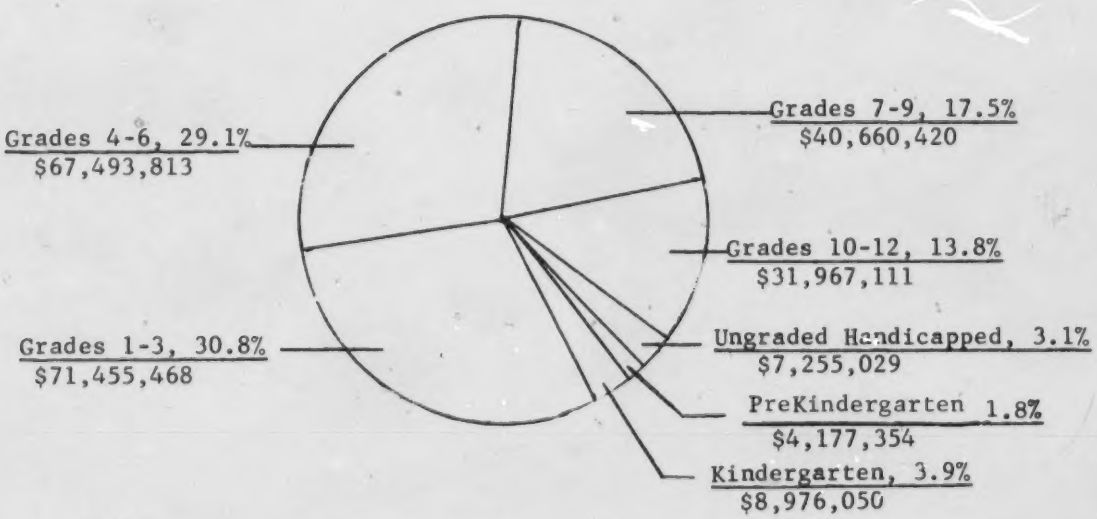


Illustration 2

Distribution of Resources by Grade Intervals



1/Primarily speech therapy, but including other English language arts.

Table 2

1974-75 District Reported Allocations by Instructional Category

Grade Level	Reading	Math	Bilingual Reading	Bilingual Math	E.S.L.	P.P.S.	Others 1/	Totals
Pre K	$ 2,504,068	$ 1,426,934	$ 42,309	$ 17,078	$ 3,078	—	$ 183,887	$ 4,177,354
K	5,315,786	2,433,629	317,980	130,956	578,703	—	198,996	8,976,050
1-3	44,894,929	16,776,011	2,851,557	1,103,769	3,662,040	$ 851,724	1,315,438	71,455,468
4-6	43,199,449	16,119,185	2,586,373	1,674,501	2,128,227	1,307,187	478,891	67,493,813
7-9	23,265,014	10,498,174	1,914,437	1,224,079	2,367,246	758,895	632,575	40,660,420
10-12	18,925,350	9,004,116	890,659	147,195	2,085,869	28,418	885,504	31,967,111
Ungraded Handicapped	4,074,372	1,826,550	920,744	194,175	57,269	99,868	82,051	7,255,029
TOTALS	$142,178,968	$ 58,084,599	$9,524,059	$ 4,491,753	$10,882,432	$ 3,046,092	$ 3,777,342	$231,985,245

Approximately $225 million of the $232 million originally budgeted for supplementary services were dedicated to the priority areas set forth in the State guidelines.

1/ Related services (outside the priority areas): largely speech therapy, but including other English language arts.

Target Population Characteristics

The participation of disadvantaged pupils as reported here is a summary across all ESEA, Title I projects. A student participating in more than one project (e.g., a regular term project and another summer term project) would be counted in each project where services were received. Participant data were reported both by the number of students expected to receive supplementary services and the number recorded as actually participating. Table 3 and illustration 3 include the participation as reported by ethnic distribution.

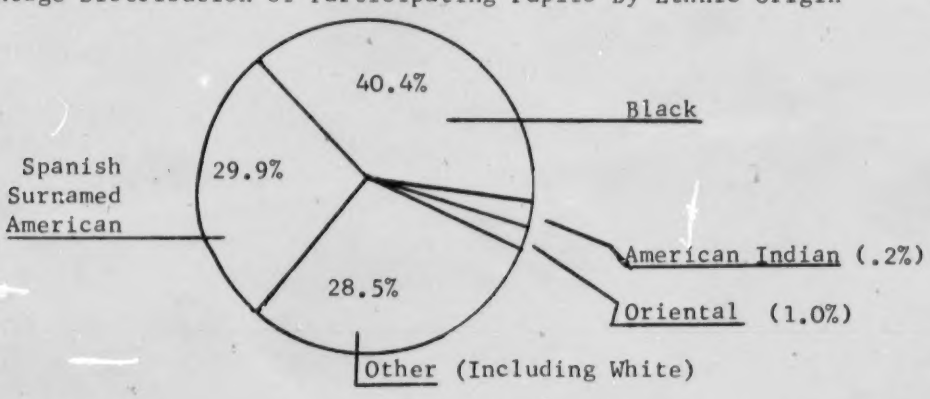
Table 3

Participation by Ethnic Origin

Ethnic Origin	New York City		Upstate		Statewide	
	Expected	Partic-ipating	Expected	Partic-ipating	Expected	Partic-ipating
American Indian	259	239	832	802	1091	1041
Oriental	5640	4586	535	603	6175	5189
Black	170527	165535	47287	41634	217814	207169
Spanish Surnamed	144413	142366	12476	11061	156889	153427
Other (Including White)	48173	46961	103253	98968	151426	145929
TOTAL:	369012	359687	164383	153068	533395	512755

Illustration 3

Percentage Distribution of Participating Pupils By Ethnic Origin



As in previous years, Black and Spanish surnamed students tended to predominate in projects conducted in urban areas. The number of pupils that participated was about 4 percent or 20,640 below the number proposed to participate. Participants in New York City projects accounted for about 70 percent of the total participating population.

Participation by Instructional Area and Grade Interval

One of the goals of the Title I program of recent years has been the diagnosis and remediation of basic skill deficiencies as early in the individual pupil's educational experience as possible. Enrollment statistics were examined with reference to grade interval distribution. Table 4 and illustration 4 include the distribution of participants by grade interval. Illustrations 5, 6, and 7 display the grade interval distributions of pupils in English as a Second Language, reading, and mathematics activities, respectively. The pupil counts were duplicated in number since a given youngster frequently participated in more than one instructional area within a project and in more than one project.

Table 4

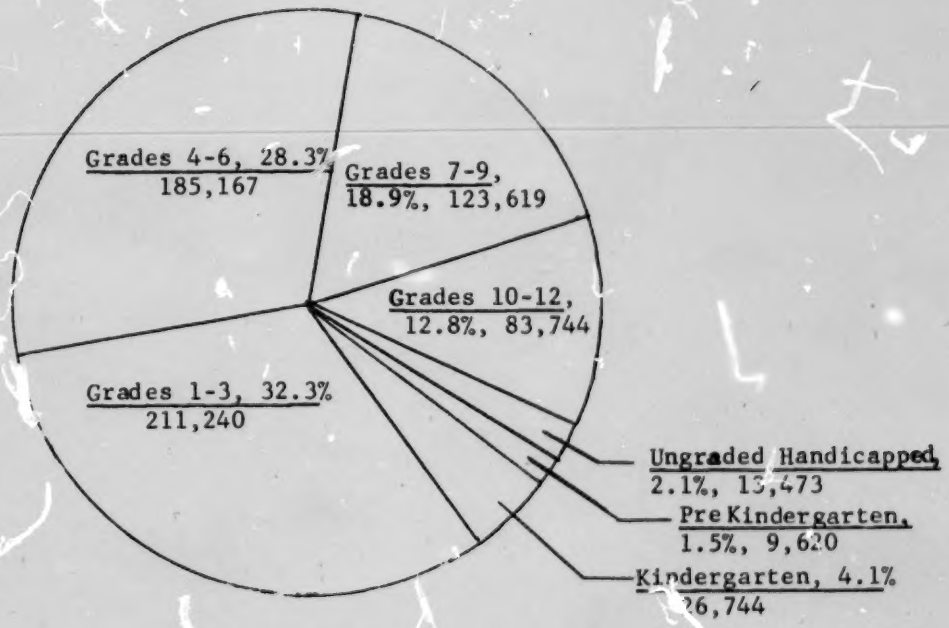
Distribution of All Participants by Instructional Area [1]
(Participant-Instructional Area Count = 653,607)

	Reading		Mathematics		Bilingual Reading		ESL		Bilingual Mathematics		Pupil Personnel Serv.		Other [2] Services	
	Public	Non-Public	Public	Non-Public	Public	Non-Public	Public	Non-Public	Public	Non-Public	Public	Non-Public	Public	Non-Public
Pre Kinder.	5192	165	3054	152	124	0	11	0	49	0	0		869	4
Kinder-garten	15061	34	8035	9	908	12	1699	107	504	16	0		278	81
Grades 1-3	105139	12693	49477	7119	9427	417	8996	3138	5499	323	0	2066	4284	2662
Grades 4-6	94913	13753	40634	7732	8636	298	6405	1336	5773	252	0	3006	507	1922
Grades 7-9	58383	5271	34203	3041	5184	119	6085	447	4784	117	230	1566	3722	467
Grades 10-12	46611	706	21920	374	1246	0	5823	73	569	0	0	73	6250	99
Handi-capped	6466	—	4177	—	1529	—	46	—	442	—	616	—	197	—
TOTAL	331765	32,622	161,500	18427	27054	846	29065	5101	17620	708	846	6711	16107	5235
TOTAL	364,387		179,927		27,900		34,166		18,328		7,557		21,342	

[1] Parts A, B, and C of PL 93-830 Only.
[2] Largely speech therapy, but including other English language arts.

Illustration 4

Participation by Grade Interval 1/
(Participant-Component Count = 653,607)



1/ The participant-component count includes pupils who receive services under more than one project and within more than one activity.

Illustration 5

Distribution of English as a Second Language Participants by Grade Interval
(Participant Count = 34,166)

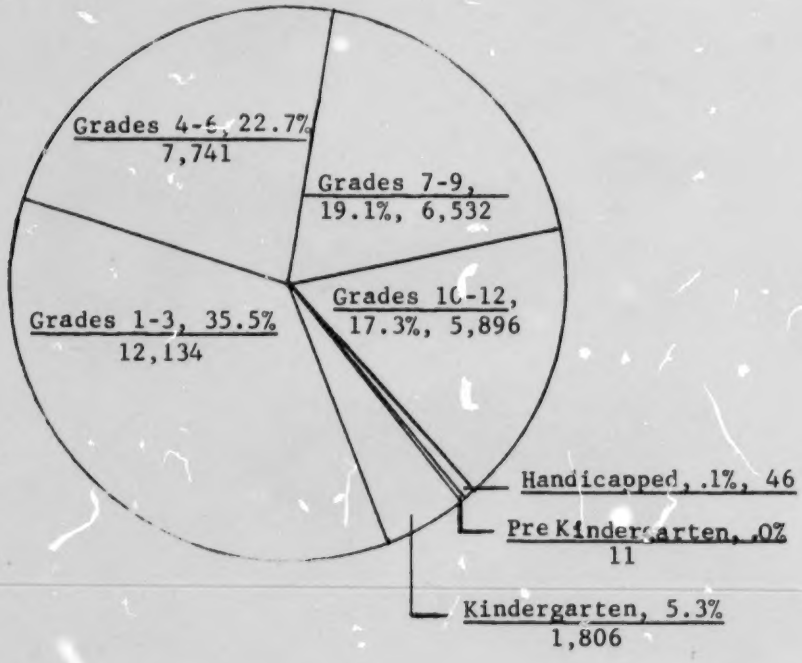


Illustration 6

Distribution of Reading Participants by Grade Interval
(Participant Count = 364,387)

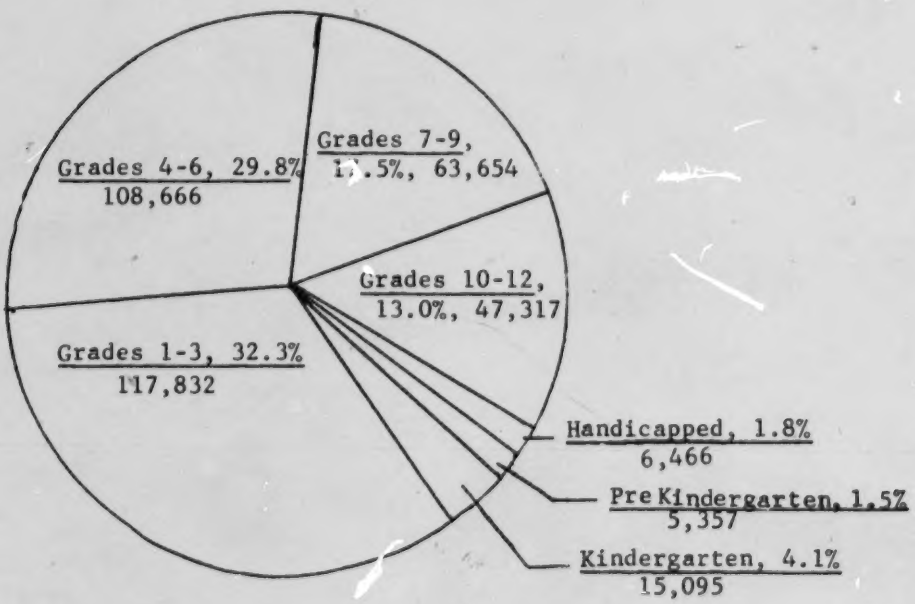
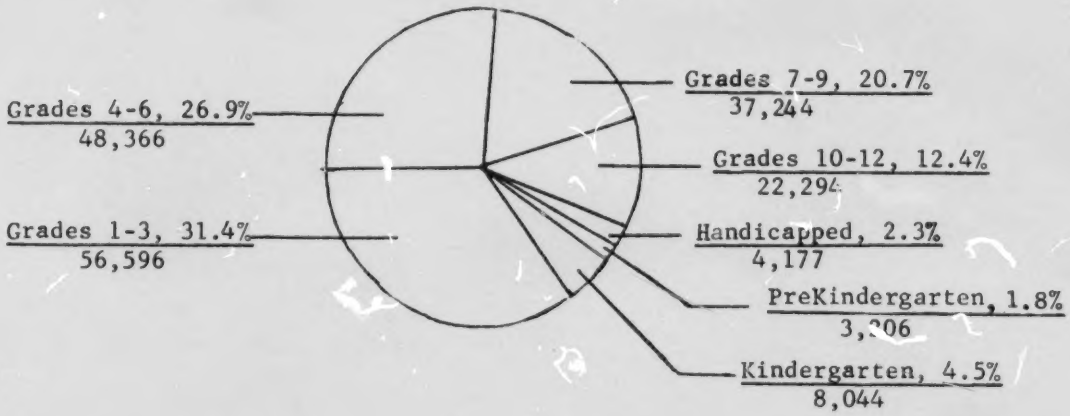


Illustration 7

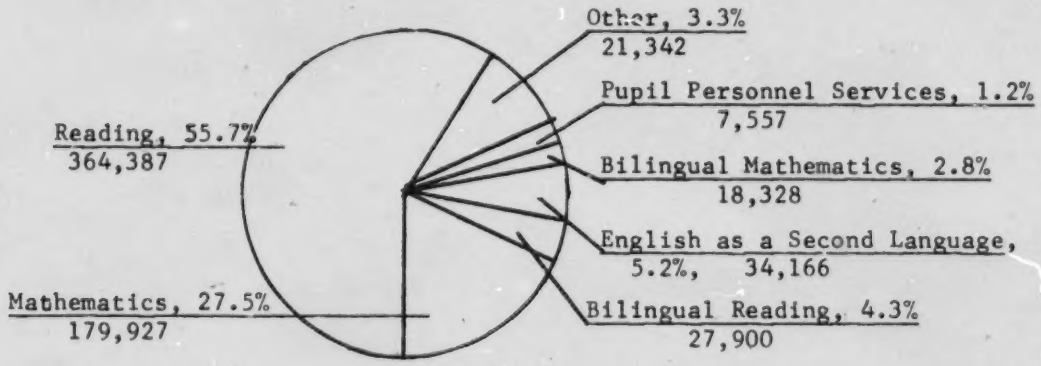
Distribution of Mathematics Participants by Grade Interval
(Participant-Component Count = 179,927)



The duplicated number of instructional area participants was 653,607. The data in illustration 4 revealed that participation in early grades predominated. The data in illustration 8 indicated that instruction in bilingual reading, bilingual mathematics, English as a Second Language, reading, and mathematics accounted for approximately 96 percent of the total instructional area participants receiving Title I services.

Illustration 8

Participation in All Instructional Areas



The findings of participant distributions by instructional area (shown in illustration 8) were consistent with the State established priorities for instruction. The grade interval emphasis continued to be focused on the early elementary grades.

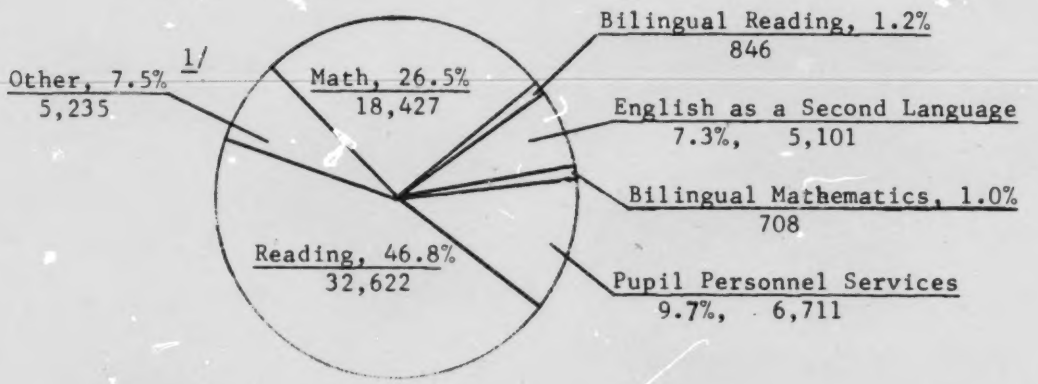
Subpopulations of Interest

Some populations among the educationally disadvantaged have been of particular concern to various interest groups in the past. The data below provide a descriptive picture of the magnitude of participation in ESEA, Title I projects by nonpublic school pupils, children of migratory workers, neglected and delinquent youth, as well as certified handicapped children.

Nonpublic school participants. An examination of the areas of instruction provided for non-public school pupils (see illustration 9) revealed that reading treatments were the leading supplementary service implemented (as was the case with public school pupils). Table 4 contained a distribution of non-public school participants by instructional area.

Illustration 9

Nonpublic School Distribution of Instructional Area Participants (N = 69,650)



Approximately 83 percent of the 69,650 non-public school participants received services in the priority areas of reading, mathematics, bilingual reading, bilingual mathematics or English as a Second Language.

Neglected and delinquent.[2/] District level personnel provided data concerning the number of children in institutions for the neglected and/or delinquent who participated in district Title I projects. There were 61 projects that specified involvement of neglected and delinquent pupils in PL 93-380 supplementary services. The distribution of participants by designation and grade interval is provided in Table 5.

1/Including speech therapy, other English language arts, etc.

2/A separate fiscal 1974-75 report devoted entirely to the education of neglected and delinquent participants from several categorical aid services is available upon request from the New York State Education Department.

Table 5

Participation of Neglected and Delinquent Children
Fiscal Year 1974-75

Grade Level	Participants			
	Neglected		Delinquent	
	Expected	Actual	Expected	Actual
1. PreKindergarten	0	0	0	0
2. Kindergarten	60	61	8	4
3. 1-3	753	685	0	0
4. 4-6	1170	1104	22	22
5. 7-9	2073	1979	285	218
6. 10-12	848	772	297	240
7. Ungraded	1007	954	553	657
8. Total	5911	5555	1165	1141

Children of migratory workers.[1/] A migrant student is defined as the child of any person who has moved across school district boundaries during the school year in pursuit of employment in the agricultural trades. A migrant worker may be one who travels within the State in search of employment, or one who follows the large fruit harvests, often ranging from Florida and Texas to New York State. The district level personnel were asked to provide data concerning the number of children of migratory workers that were included as ESEA, Title I participants. A distribution of migrant students, according to grade interval and in or out-of-state migration, is reported in table 6. The Title I projects that included migrant children were located exclusively in upstate districts. The data provided were for those pupils included in LEA projects under Part A, B, or C Programs for Children in Low Income Areas, not the SEA Program for Children of Migratory Workers.

Table 6
Participation by Children of Migratory Workers
in Title I Projects, FY 1974-75

Grade Level	Participants			
	Migrant Instate		Migrant Out of State	
	Expected	Actual	Expected	Actual
1. PreKindergarten	3	3	0	0
2. Kindergarten	13	8	9	2
3. 1-3	26	20	41	16
4. 4-6	29	18	32	17
5. 7-9	7	5	10	1
6. 10-12	3	2	5	2
7. Ungraded	1	0	1	0
8. Total	82	56	98	38

1/A separate fiscal 1973-74 report devoted entirely to migrant children participants and the achievement served by several categorical aid sources is available upon request from the New York State Education Department.

Handicapped. In addition to the expenditures under other Federal funds, (especially Section 1901), districts may elect to serve handicapped youngsters[1/] under Parts A, B, and C of PL 93-380. Pupils with unspecified learning disabilities and speech impairments were most frequently provided service, while reading treatments were the service most frequently offered.

Table 7 includes the distribution of handicapped children by affliction and supplementary service received. As with all component participant counts, each handicapped pupil was counted in each supplementary treatment in which he or she participated.

Table 7
Instructional Area Distribution of Handicapped Pupils by Affliction

Handicap / Treatment	TMR	EMR	Hard of Hearing	Deaf	Speech Impaired	Visually Impaired	Emotionally Disturbed	Crippled	Learning Disabled	Other Health Impaired	Total
Reading	186	2346	338	97	1841	142	4751	338	4782	587	15,408
Mathematics	137	890	20	8	119	30	2442	238	3455	535	7,874
Bilingual Reading	111	546	1	31	55	1	817	0	0	0	1,562
Bilingual Mathematics	81	361	0	1	11	0	1	0	0	0	455
English As A Second Language	0	0	33	4	0	0	0	0	0	0	47
Pupil Personnel Services	0	33	12	0	3	8	72	54	5	1	188
Other* Services	7	0	15	34	5657	0	211	18	127	0	6,069
TOTAL:	522	4176	429	175	7686	181	8294	648	8369	1123	31,603

* Predominately speech-related treatments or activities for emotionally disturbed pupils.

Staff Characteristics

Districts devise supplementary remedial treatments that require varying levels of specialization. Some positions require direct interaction with children while other positions are supportive to instruction thereby freeing specialists to execute prescribed activities for remediation. For purposes of comparison, data were compiled separately for New York City and upstate projects.

1/The definition of handicap requires further work at the Federal level for such categories as "emotionally disturbed","learning disabled" and "other health impaired." Youngsters with multiple handicaps were reported just once by each district for each component in which service was rendered.

In fiscal year 1974-75, ESEA Title funds support 27,627 positions in local education agencies. Approximately 33 percent of the total staff were teachers. Table 8 provides a distribution of staff for New York City, and upstate with aggregated statewide totals. New York City districts relied upon paraprofessional staff to deliver supplementary services as a far greater proportion of all staff than did upstate districts.

Table 8

Statewide Distribution of Staff by General Personnel Categories, FY 1974-75

Staff Categories	New York City	Upstate	Statewide
Administrators and Supervisors	287	362	649
Teachers	5155	4050	9205
Other Professionals	918	696	1614
Classroom Paraprofessionals	8241	451	8692
Teacher Assistants (State Certified)	2	500	502
Teacher Aides	107	3175	3282
Other Paraprofessionals	1139	393	1532
Nonprofessionals	1186	965	2151
TOTALS:	17035	10592	27627

Inservice Training

Among the 27,627 staff reported as participating in ESEA, Title I projects, 10,019 or 36 percent received some form of inservice training. The data in table 9 indicate that teachers most often received training (usually orientation) lasting less than one full time equivalent week, while classroom paraprofessionals received training of longer duration, usually spread throughout the life of the project.

A total of $2,655,356 of ESEA, Title I funds was reported as encumbered for inservice training. The data in table 10 revealed that the average costs of providing inservice training varied widely depending upon the vehicle of training elected.

Table 9

Distribution of Inservice Training

Type of Staff Receiving Training	Training Programs of Less Than One Full Time Equivalent Week		Duration of 1-4 Full Time Equivalent Weeks a/		Duration of 4 or More Full Time Equivalent Weeks a/		Courses Given for College Credit	
	No. Receiving Training	Total Cost	No. Receiving Training	Total Cost	No. Receiving Training	Total Cost	No. Receiving Training	Total Cost
Administrators and Supervisors	41	$84,186	7	$ 3,902	16	$13,685	0	$ 0
Teachers	2,270	568,307	708	241,109	356	216,429	28	1,870
Other Professionals	212	181,597	103	16,033	285	429,883	3	488
Classroom Paraprofessionals (New York City Only)	2,400	251,266	1,362	350,640	519	147,305	0	0
Teacher Aides	566	28,396	190	22,353	131	840	1	150
Teacher Assistants (State Certified)	245	39,290	84	14,963	0	0	0	0
Other Paraprofessionals	246	33,457	29	4,710	0	0	0	0
Nonprofessionals	92	$ 2,227	125	$ 2,270	0	$ 0	0	$ 0

a/ May include regular college courses if not taken for credit.

Table 10

Cost of Inservice Training by Type

Type of Inservice	Orientation	Workshop Duration 1-4 Weeks	Workshop Duration - 4 Weeks or More	College Credit Courses
Number of Staff Trained	6,072	2,608	1,307	32
Cost of Training	$1,188,726	$ 655,980	$ 808,142	$ 2,508
Cost of Training per Staff Member	$ 196	$ 252	$ 618	$ 78

Costs associated with college credit courses and workshops were frequently associated with particular requisites in teaching skills (e.g. for teaching bilingual pupils) or career ladder programs, whereby nonprofessionals usually indigenous to inner city communities work and learn with the ultimate goal of professional status and certification. Shorter training programs focused on instilling a basis of understanding the psycho-socio-background of the participating students or a particular element of a basic skill treatment that would be implemented.

Financial Characteristics of Programs

Approximately $216 million consisting of fiscal year 1974 carryover and 1975 monies were expended. Expenditures as discussed here include disbursements and unliquidated obligations for all costs incurred. Of the $216 million expended, 88 percent of the monies encumbered were for Part A Programs for Children in Low Income Areas. Table 10 displays the expenditures for Parts A, B (Special Incentive Grants), C (Special Grants for Urban and Rural Schools), as well as the amendment programs serving migrant, certified handicapped and institutionalized delinquent children.

Table 11

Total ESEA, Title I P.L. 93-380
Annual Expenditures* for Fiscal Year Ending June 30, 1975

Program	FY 1975	FY 1974 Carryover	Total Expenditure
Part A for Children in Low Income Areas	$161,218,262	$ 27,774,716	$ 188,992,978
Part B Special Incentive Grants	—	$ 2,678,267	$ 2,678,267
Part C Special Grants for Urban and Rural Schools	—	$ 8,957,577	$ 8,957,577
For Children of Migratory Workers	$ 2,299,595	$ 1,287,070	$ 3,586,665
For Handicapped Children	$ 6,846,164	$ 1,979,443	$ 8,825,607
For Delinquent Children and Drug Abuse Control	$ 919,798	$ 1,181,962	$ 2,101,760
For Adult Correction Programs	$ 193,201	$ 778,015	$ 971,216

*Expenditure as used here includes monies paid out by the SEA and district obligated monies as reported on form OMB No. 80-R 0180 to the U. S. Office of Education as of October 31, 1974 (carryover) and October 31, 1975.

While the financial characteristics above encompass all local school districts, the list in table 12 consists of districts that failed to submit evaluation reports in a timely fashion so that the descriptive data might be included in this report.

The preceding data summarized from LEA reports, provided an overview of the descriptive characteristics of the projects at the statewide level. Since New York City received about 70 percent of the statewide allocation, data from the city strongly influenced all distributions and averages. However, a massive statewide effort to provide educationally disadvantaged youngsters with a supplementary program of remedial instruction in the basic skill subjects was demonstrated. The effects of these efforts (pupil achievement) are presented in Section II of this report.

Table 12
Districts That Failed to Submit Properly Completed
Evaluation Reports as of November 15, 1975

District Code	District Name	Allocation
1/		
04-30-11-75-00(S)	Randolph Children's Home	$ 8,976
05-11-01-75-00(S)	Port Byron	10,399
08-12-00-75-001	Norwich	139,406
08-14-01-75-001(S)	South Otselic	12,558
09-03-01-75-001(S)	Beekmantown	15,468
10-03-08-75-002	Berkshire Farm	43,254
13-16-02-75-001	Spackenkill	8,982
14-14-01-75-001(S)	Lake Shore	28,858
17-11-01-75-001(S)	Perth	14,105
25-11-01-75-001(S)	Madison	6,022
26-04-01-75-001(S)	Gates-Chili	13,257
28-02-13-75-001(S)	Valley Stream USFD #13	12,643
28-02-51-75-001(S)	Valley Stream CHS	3,050
28-04-03-75-001(S)	Roslyn	15,183
28-05-02-75-001(S)	Syosset	9,500
28-05-03-75-001(S)	Locust Valley	7,183
28-06-15-75-001(S)	Jericho	18,438
28-05-22-75-001	Farmingdale	157,998
30-75-00-75-010(S)	NYC Central Board District 75 Special School	1,221,979
31-05-00-75-001 (BE#51657)	NYC Decentralized District 5	66,327
31-05-00-75-002(S)	NYC Decentralized District 5	236,150
33-14-00-75-002(S)	NYC Decentralized District 14	485,968
33-23-00-75-002(S)	NYC Decentralized District 23	429,765
42-06-01-75-001	Fabius	14,893
44-11-01-75-001(S)	Minisink Valley	13,740
44-19-03-75-001(S)	Tuxedo	3,474
46-01-02-75-001(S)	Altmar Parish	3,633
46-08-01-75-001(S)	Central Square	14,535
48-04-04-75-001(S)	Garrison	1,311
50-03-02-75-001	Sparkill	8,825
51-21-01-75-001(S)	Morristown	6,158
57-30-01-75-001(S)	Wayland	12,220
58-04-05-75-001(S)	Half Hollow Hills	10,000
58-05-01-75-001(S)	Bay Shore	13,769
58-09-11-75-001(S)	Eastport	5,456
58-10-04-75-001	Fishers Island	1,015
59-12-01-75-001(S)	Tri Valley	14,182
59-13-02-75-001(S)	Livingston Manor	9,550
59-15-01-75-002	Narrowsburg	4,907
66-03-02-75-001(S)	Tuckahoe Summer	6,256
66-03-02-75-001	Tuckahoe Regular	39,545
66-09-09-75-001	Pleasantville	3,117
	TOTAL:	$3,153,055

1/(S)=Summer activities accounting for $2.66 million (84%) of the unreported projects.